

## **Roots to grow, wings to fly**

To help every child find the confidence, self-belief and resilience that will enable them to explore, value and appreciate the world.



# **Newnham Croft Primary School Behaviour Policy 2025**

Policy confirmed by the Governors Teaching and Learning Committee of Newnham Croft Primary School on:

Date: November 2025

Signature:

A handwritten signature in black ink, appearing to read "Newnham Croft".

# Behaviour Policy

This policy and its affiliated policies arise from the climate of respect created in the school, as set out in the Anti bullying policy.

The policy has been generated by the Headteacher and school staff.

The policy applies to the school day but also to school groups on visits (including residential), sports and cultural events and all occasions when pupils are representing the school.

This policy is linked to the Anti-Bullying and Acceptable Use of Technology policies.

## Rationale

This behaviour policy is based upon the underlying belief that the interests of children are best served when they can learn in a calm, safe, and well-ordered environment. At Newnham Croft Primary School the aim is to provide such an environment where good behaviour is encouraged and acknowledged. Parents and pupils will have confidence that inappropriate behaviour will be dealt with appropriately, that proportionate and relevant sanctions will be applied where necessary and dignity for all will be maintained.

## Aims

The policy together with the Anti-bullying and Acceptable Use of Technology policies, aims to:

- Show that the policy and its procedures fit within the broad aims of the school and its inclusive ethos
- Set out the codes and principles by which the school will establish and maintain standards of acceptable behaviour

- Address disciplinary mechanisms and processes to ensure a consistent approach
- Show how the school models, encourages and celebrates good behaviour and attitudes
- State the kind of environment seen as promoting mutual respect, and positive behaviour and attitudes.
- Create consistency, fairness, and clarity in the approach to behaviour
- Recognise that some pupils have special behavioural needs and may fall outside the usual boundaries. (There will be clear behavioural procedures for these children.)
- Ensure that incidents which occur are met with fairness and consistency. The success of this policy will therefore not be in the elimination of all incidents since there is recognition that some pupils will test boundaries.

## Guidelines

- **The Newnham Code** will be displayed in all major spaces in the school, reviewed and amended as necessary to reflect emergent needs.
- **Each classroom will establish** consistent routines and practices which support the code, and reward mechanisms for pupils and an appropriate set of sanctions will be used.
- **The school will develop** ways to regularly acknowledge and celebrate good behaviour and actions, good manners and good work.
- **The school** will also provide a set of sanctions for inappropriate behaviour.
- **The school will promote** good behaviour through positive adult example, through acknowledgement of good practice, and through intervention.
- **Pupils must not bring into school any items that could be construed as dangerous or inappropriate, for example** guns, knives of all descriptions, small items that could be construed as weapons and sharp objects generally. This list is not definitive.

## Outcomes

- Within the school, a purposeful learning climate will exist.
- Parents and pupils will be assured that pupils are safe, and that all behaviour concerns are treated promptly and effectively and in accordance with the policy.
- Parents, staff and pupils are clear about expectations in relation to respectful behaviour.

Support mechanisms will be in place to help pupils in unstructured times.

- Class programmes in PSHE will feature at all levels to support behaviour strategies.

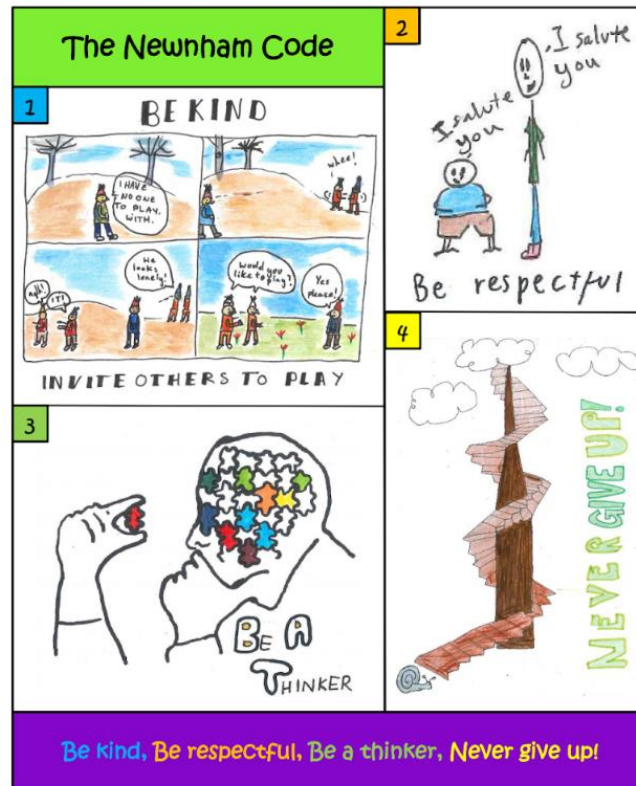
## Rights and Responsibilities

All members of our school community have rights and with those rights come responsibilities.

| <b>Rights</b>   | <b>Responsibilities</b>  |
|---|--|
| Children have a right to learn.   | Children have the responsibility to try their best at all times, to allow others to learn and to not disrupt teaching. |
| Teachers have a right to teach without their lessons being disrupted.       | Teachers have a responsibility to provide an exciting, dynamic and challenging curriculum for all children.            |
| All have a right to be listened to with respect.                            | All have a responsibility to listen to others with respect.  |
| All members of the school's community have a right to feel safe and secure. | All have a responsibility to behave in a way that allows everyone to feel safe and secure.                             |
| All have a right to work in a positive learning environment.                | All have a responsibility to show courtesy and consideration towards each other.                                       |
| Children have a right to be guided and supported with their behaviour.      | Children are responsible for their own behaviour and for following the Newnham Code and their class rules.             |

## The Newnham Code

The code sets a broad framework for good school behaviour.



### Parental Involvement

We believe it is important that the staff of the school, the children and their parents and carers all work together to make Newnham Croft Primary School a happy and safe place to be. Parents can help us by:

- Talking to their child about the Newnham Code.

- Asking them what they think each part of the code means.
- Asking them what they must do to follow the code
- Supporting staff in their actions in implementing this policy.

If we have concerns about a child's behaviour we will contact their parents so that we can work together to solve any difficulties. Likewise, we ask that parents contact us if they have any concerns.

### Behaviour as a Choice

We all make choices about how to behave. We want our children to make good choices and understand that the choices they make have consequences for themselves and others.

We model and explain good choices and the values which underlie them and we recognise and celebrate good choices by children. We establish clear boundaries for acceptable behaviour. We have a hierarchy of warnings and sanctions which we apply alongside a restorative justice framework when children test those boundaries.

### Special Educational Needs

All children are expected to work to meet their responsibilities as outlined in this policy and follow the Newnham Code. Some children need additional support to learn to manage their own behaviour. Children with emotional and behavioural difficulties will generally be supported through our inclusion policy and procedures. A child may have targets on the class inclusion plan, an individual education plan or support from outside agencies to help their learning in this area.

### Celebrating and encouraging Good Behaviour

We encourage children to keep to our school rules and meet their responsibilities in terms of their behaviour and learning, for example:

- The seeking of challenges
- Effort
- Reflections on different strategies
- Skills
- Acquiring knowledge
- The behaviour from the Newnham Code

We believe that praise, encouragement and a warm, positive relationship between children and adults is the best way to help our children to develop intrinsic motivation to learn and to take care of themselves and others.

### **What do we mean by 'intrinsic motivation'?**

**Intrinsic** (autonomous) motivation means doing something for the thing itself – a focus on processes that people find rewarding and satisfying, such as solving puzzles, creating art, reading stories or making music. This is by contrast with **extrinsic** (controlled) motivation, which means doing something for what it will bring as a reward – praise, prizes, performance grades, etc., or to avoid a punishment – a focus on product. Extrinsic motivation is sometimes used in school to encourage children to start learning new things and to encourage them to develop new skills and behaviours, with the goal that they will start to find the new topics, tasks or activities intrinsically motivating.

### **Praise**

In line with our focus on developing intrinsic motivation, praise is used to encourage children to challenge themselves and persevere when learning takes time and effort. We value mistakes as part of the learning process.

### **Wise Praise: 6 rules**

1. Praise the effort, not the 'ability'
2. Praise in specifics, not generalities
3. Praise privately
4. Praise authentically, and not too much
5. Praise "now that," not "if then"
6. Praise behaviour, not the child

### **Whole School Recognition of effort and achievement**

- Hi Flyer certificates and Headteacher awards presented at whole school assembly each Friday
- Sharing good work - between classes or in high flyers assembly.
- Head Teacher's Awards – given for outstanding effort or achievement

### **Golden Time**

Children may get up to 20 minutes per week of Golden Time in their classes, in recognition of whole class positive effort and attitude. This will take place at a time decided by the class teacher. How this operates varies from class to class. For example, Golden Time may involve some free choice of activities or the whole class taking part in a special activity altogether. Golden Time is intended to be a positive, relaxed experience for everyone involved in the class. There may be occasions when it is not appropriate for a child or a class to have Golden Time due to their behaviour. Each class will write an agreed set of class rules at the beginning of the academic year.

### **Restorative Justice**

At Newnham Croft Primary School we use a restorative approach to resolve conflicts both in and out of the classroom. Restorative Approaches are an understanding that we work best when part of a community and that to do so we need an understanding of how a community works, self-awareness of our responsibilities to that community and shared communications skills.

Restorative Justice is a process that resolves conflict. It is part of a larger ethos also known as Restorative Practices/Approaches. It promotes telling the truth, taking responsibility, acknowledging harm as appropriate

response to conflict and in doing so creates accountability. Rather than simply apologising, we seek a deeper understanding of the consequences and decide how best to rectify the situation.

All members of staff in school will use the following guidelines when following the restorative justice approach.

**Rules**

- We will take turns so everybody can have their say.
- We will listen when someone is speaking.
- We won't interrupt each other.

**Questions**

- What happened?
- What were you feeling?
- What needs to happen to put it right?
- How do you feel about it now?
- What will you do differently next time?

**Sanctions**

We aim to teach children to meet their responsibilities and follow the school rules both in and out of school. Children who do not do so may be subject to the following sanctions should this happen in school time or when travelling to or from school. All adults working in school have the authority and the responsibility to implement this behaviour policy and the sanctions outlined below.

**Dealing with Unacceptable Behaviour - before we use our sanctions**

We routinely seek to understand children’s behaviour as part of the process of managing it, especially where a child is persistently testing boundaries or making anti-social choices. Before we use sanctions, we will try other means of helping the child change their behaviour. These may include:

1. a look from the adult
2. checking whether the child has a problem
3. redirecting the child to what they should be doing
4. giving a rule reminder

If this does not work we will use our hierarchy of sanctions.

**Sanction as a Choice**

Our sanctions are given as a choice to the child at every stage of the hierarchy – e.g. “We need to line up quietly without pushing. If you push, you will have to go to the back of the line.” This helps the child realise that they are the one responsible for their behaviour and its consequences. To emphasise this, a “choice” is the first step in itself at the beginning of the hierarchy.

|  |                          |
|--|--------------------------|
| <b>Recommended Hierarchy of Sanctions<br/>in the classroom</b> | <b>In the playground</b> |
|--|--------------------------|

|   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Clear choice given to individual, group or whole class</li> <li>2. Time out to reflect on the incident</li> <li>3. Two minutes of missed play, talking with an adult</li> <li>4. Ten minutes working in another class</li> <li>5. Rest of that session in another class<br/>(most likely the class of a member of the school's Senior Leadership Team)</li> <li>6. Sent to Head Teacher/ Deputy Head Teacher</li> <li>7. Parents informed by class teacher</li> </ol> | <ol style="list-style-type: none"> <li>1. Clear choice given to individual or group</li> <li>2. Two minutes talking with an adult or sitting on a bench</li> <li>3. Class teacher informed to discuss<br/>e.g. restricted play area imposed<br/>for time limit, separation from other children or group with whom there has been an incident,</li> <li>4. Withdrawal of playground privileges</li> <li>5. Sent to Head Teacher/Deputy Head</li> <li>6. Parents informed by class teacher</li> </ol> |
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### **The Use of Exclusions**

In exceptional circumstances, particularly where unacceptable behaviour poses a serious risk to the health and safety of staff or children, adversely affects the education of other children or the smooth running of the school, where property is being deliberately damaged or where bullying is sustained, the school may use fixed term exclusions as a tool. Usually other strategies will have been unsuccessfully attempted before this point is reached. A permanent exclusion may be used where the school judges that the working relationship between the child and the rest of the school community is such that progress in developing appropriate behaviour cannot be made. **NB - In all cases of permanent exclusion, the school is required to inform the Local Authority.**

### **The Education Act (2006) provides powers for schools to exclude, detain pupils, to search pupils, to confiscate items from pupils and use restrictive physical intervention.**

In all cases where such actions are considered necessary the Headteacher will determine the appropriateness of such actions after having been fully appraised of the situations and circumstances. There are occasions when positive handling may be required for a pupil. This will be written into their individual behaviour plan. The requirements of the act will be observed in all such cases, and parents of pupils involved will be informed and involved in all cases.

If a child acts in a way which is dangerous or harmful to him or herself or others, then Cambridgeshire County Council expects the member of staff dealing with the behaviour to react in a way consistent with the duty of care they have for that child. The use of force should only be applied if it is reasonable, proportionate and absolutely necessary. Following this incident, if it is considered that similar situations are likely to occur again then a risk assessment should be undertaken and appropriate training given to staff in restrictive physical intervention, if necessary. For more information, please click [here](#) for the government's exclusion guidance document.

### **Anti-Bullying**

The school has a separate Anti-bullying Policy. The principles and procedures of this policy form an integral part of the ethos and processes we use to deal with incidents of bullying.

### **Links with Acceptable Use of Technology Policy**

This policy is produced to link with the Acceptable Use of Technology policy in order to provide guidance for staff and parents, and support for pupil safety.